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ABSTRACT

Student reponsibility and self-disipline can be facilitated and learned in the school environment, regardless of existing negative influences in a student's life. By focusing on problem prevention and teaching students alternative ways to behave and meet their needs when they do exhibit behavior problems, schools will achieve a high degree of responsible student behavior and dramatically reduce the level of discipline problems in their student boides. A guide is presented that provides a framework to effectively encourage and facilitate responsible student behavior while emphasizing problem prevention and effective teaching. The continuum of services for managing student behavior (interventions) has five steps: (1) classroom adjustments; (2) referral activities with building resources; (3) documented plan with district resources; (4) referral for special education services; and (5) district placement with community resources. The appendixes include four samples of policies and programs. (33 references) (SI)

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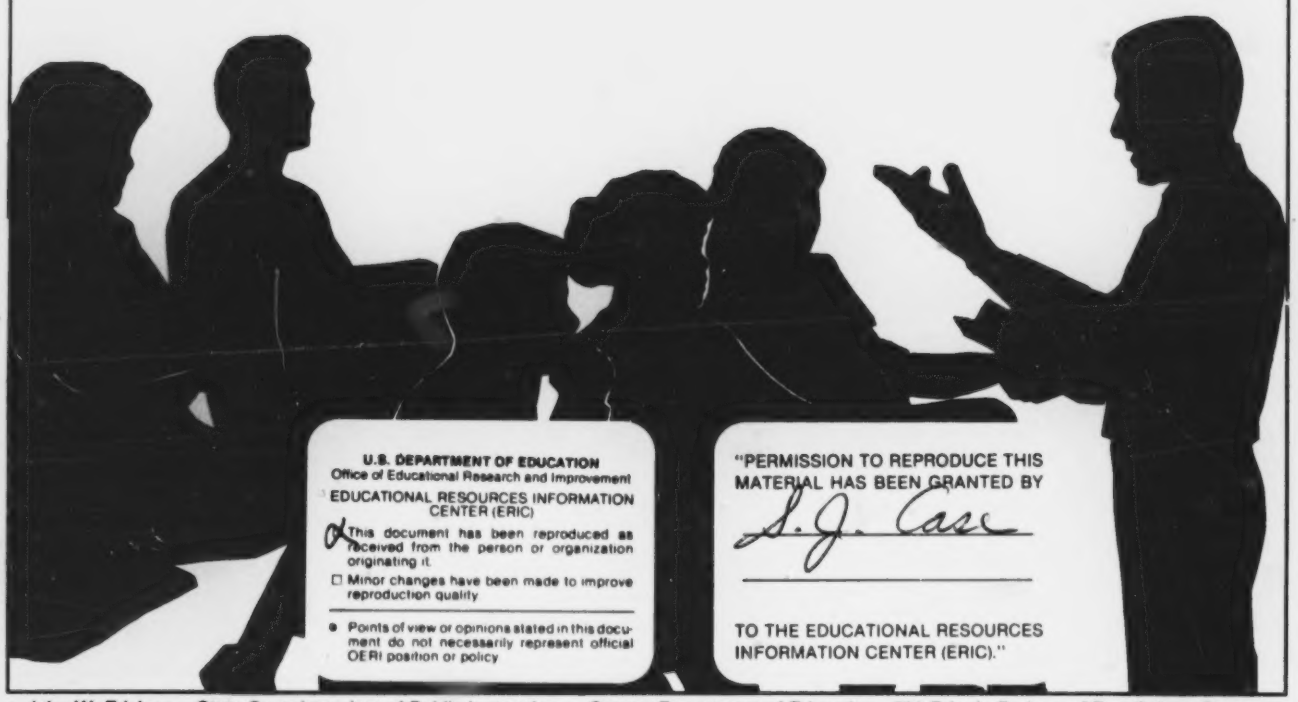
A Resource Guide for Oregon Educators on Developing Student Responsibility

1989



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A Resource Guide for Oregon Educators on Developing Student Responsibility

1989

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Foreword

Student behavior management and the role of discipline in the school is one of the most critical, perplexing and frustrating problems facing educators today. This is true because society has increased its demands on public schools to respond to a broad range of student management issues. School disciplinary responses involving students who behave inappropriately are being increasingly challenged through litigation. As a result, student rights have been clarified and mandated by the courts. School administrators are expected to stay abreast of new legislation and emerging court decisions which continue to clarify student and school staff rights and responsibilities. Teachers are expected to abide by federal and state statutes, state administrative rules, school board policies and building policies; all of which provide mandated or suggested guidelines for responding to students whose behavior interferes with their own learning or the learning of others.

It remains eminently clear that schools have no choice but to respond to student behavior problems as they occur in the school environment. The choice educators have in regard to student management issues is to respond in a proactive or reactive manner.

It has been a commonly held belief that teachers were supposed to teach, not manage students. In examining the current responsibilities of the school, it is no longer possible to separate teaching from discipline. Effective teaching clearly involves effective student management. As reflected in an National Education Association (NEA) report, *"Discipline cannot be approached in isolation from the schools' mission to provide the best possible education for all children and youth"*[2].

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A Responsible Student

Responsible students participate to the best of their ability in and benefit from the academic and social opportunities made available in the school environment. Such a student:

- makes constructive choices regarding their behavior to maximize personal and academic success;
- cares about self, others, the environment, and the community;
- shows self-discipline by behaving in ways that are mutually beneficial to self and others without supervision;
- conducts him/herself in a manner which does not interfere or disrupt the rights of other students;
- understands cause-and-effect relationships;
- meets school and classroom expectations; and
- demonstrates personal accountability for academic performance by:
  - following the prescribed course of study,
  - attending school regularly and punctually,
  - coming prepared to class,
  - using class time purposefully,
  - completing and turning in assignments on time,
  - accepting the positive and negative consequences of their actions; and
  - working cooperatively with other students.

A Responsible School System

In a general sense, a responsible school system encourages and supports responsible student behavior by:

- clarifying through district, building and classroom policy guidelines, positive expectations for student behavior and consequences for meeting or not meeting the expectations;
- employing staff who are positive models for constructive problem solving, decision making, and being responsible;
- providing educational interventions for students who demonstrate irresponsible behavior; and
- actively engaging parents in developing student responsibility.

Administrators in such a school system:

- provide strong instructional leadership with a central focus on learning;
- create an environment in which the pursuit of instructional effectiveness and positive climate are valued; and
- provide written student behavioral guidelines which specify expected student behavior, due process and discipline procedures.

School staff in such a school system:

- develop rules and procedures that protect student rights and responsibilities;
- identify, teach and reinforce expected student behaviors and responsibilities; and
- use appropriate instructional strategies and positive classroom management to increase student success.

In a responsible school system, staff consistently look for ways to adjust methods to foster and enhance student success and development of self-responsibility. Students are offered equal educational opportunity regardless of their race, sex, national origin or social characteristics. Educational opportunity and **equity** are evident through what is taught, how it is taught and how students are treated[1].

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Preface

We live in the land of history's most noble experiment of "government of the pe ple, by the people and for the people." Our history also tells us that civilization is but one generation removed from extinction. To avoid that calamity, our society has determined that all children of all the people are to be educated. It falls to educators, then, to present the program to the young that will enable them to make their contributions to this most noble experiment. They, like we, will also be expected to perpetuate our democratic way of life! What tools do they need for this most demanding task? There can be no question that self-discipline is foremost among those tools. With self-discipline, a child becomes independent. With self-discipline, a child becomes free. That freedom opens the doors of discovery in a whole array of endeavors—from art to zoology—and all fields in between. The job of the schools is to gently lead the young people who enter the schoolhouse doors to the doors of the world as competent, caring, compassionate people. Someone has written that the future will be more demanding and less forgiving. If that is to be the case, helping students in our schools acquire the skill to cope with the future is a heavy responsibility. The behavior management processes recommended in this booklet will help educators meet that responsibility. Even more important, they will help America's young provide the leadership the world will continue to need in the future.

Robert H. Williams
Superintendent
Greater Albany Public School District

Note: Superintendent Williams represented the participation and assistance in the field testing of this project for the Greater Albany Public Schools.

Introduction

Purpose

One of the objectives of the Oregon Department of Education is to work with public schools in their efforts to assist students to (1) achieve maximum development of individual knowledge, skills and competence, and (2) learn and use behavior patterns which are characteristic of responsible members of society.

This publication has been prepared to aid educators in understanding how to effectively encourage and facilitate responsible student behavior. The Resource Guide goes beyond constitutional and mandated procedures and includes suggestions for research-based and educationally sound practices. The major focus is the development of a comprehensive and consistent approach to:

- encouraging conditions that promote responsible student behavior and thereby decrease student behavior problems;
- teaching students responsibility and self-discipline;
- maintaining a proactive rather than reactive response to students who exhibit irresponsible behaviors; and
- balancing the rights of students in order to maximize academic and social growth.

This document is not intended to comprehensively address every component, but rather to provide a framework to address responsibility in a comprehensive way.

Philosophy

Student responsibility and self-discipline can be facilitated and learned in the school environment, regardless of existing negative influences in a student's life. The following principles, when combined, provide a framework and philosophical basis for this publication.

- A positive educational approach emphasizing problem prevention and effective teaching is of major importance in creating responsible student behavior.
- Equally important is an emphasis on classroom and schoolwide efforts to teach students the skills necessary for positive behavior and development of student responsibility.
- Maintaining an integrated, comprehensive, systematic and consistent approach by school staff to encourage and facilitate student responsibility maximizes opportunities for success.
- Managing student behavior is a proactive process which is designed, implemented and monitored in a way to include consideration of instructional factors, curricula, relationships, services and settings[3].

By focusing on problem prevention and teaching students alternative ways to behave and meet their needs when they do exhibit behavior problems, schools will achieve a high degree of responsible student behavior and dramatically reduce the level of discipline problems in their student bodies.

An Emphasis on Problem Prevention and Effective Teaching

In reviewing the research on schools that are effective in fostering responsible student behavior, Wayson (1985) found the following common characteristics:

- Training in cooperative problem solving
- Decentralized decision-making authority
- Student involvement in, and ownership of, problems
- Rules and procedures that foster responsibility
- Individualized instruction
- Awareness of, and consideration for, personal characteristics and problems affecting behavior in both students and staff
- School/home cooperation
- Physical facilities and organizational structures that facilitate the above[4]

In examining this list on effective schools, it is interesting to note the omission of discipline techniques as an important item. Attempts to solve student behavior problems have too frequently been aimed towards effective use of discipline techniques and systematic procedures for disciplining students for rule violations. Discipline, used as a negative or punitive approach, teaches students what "not to do" rather than teaching them to make appropriate behavioral choices. Instead, it is prevention strategies which involve teacher adjustments in teaching methods to create high rates of student success and positive classroom and school environments that are the most important factors in creating positive student behavior[5].

Encouraging Student Responsibility

Assuming responsibility for one's own behavior is a developmental process, and as a result, administrators and teachers encounter varying degrees of achievement among students in this area. Since the development of student responsibility is necessary to the educational growth for all students, staff, parents and students all have a role in the process. More specifically:

- **School staff** have a responsibility to provide appropriate educational experiences for students and to provide an environment conducive to student learning.
- **Parents** have a responsibility to provide for childrens' basic needs for food, shelter and clothing, in addition to physical and emotional support so children are able to learn. For achievement it is important for parents to be aware of, understand, and support expectations and goals for their children in school.
- **Students** have a responsibility to participate in the learning process to the best of their ability and in a manner that allows other students to benefit from the learning environment.

Both social and academic achievement require students to assume responsibility for their part in the educational process. It is therefore imperative for the educational environment to include logical and consistent processes for encouraging responsible student behavior, both in their prevention and intervention approaches.

A Continuum of Services for Managing Student Behavior — Interventions

One of the most important components for encouraging student responsibility is a process providing increasing educational interventions if students continue to demonstrate irresponsible behavior. Built into the process should be the essential and unrelenting question: *"What additional skills do students need in order to develop responsibility, and what level of educational interventions are necessary to facilitate such learning?"* Such a process offers a much greater chance of success than merely allowing a student to face negative consequences over and over again for irresponsible behavior.

A Continuum of Services is a systematic framework. It encourages student responsibility and the management of student behavior through a preventive, problem-solving process that allows for appropriate provision of services for all students[6]. Such a continuum is shown on the chart on page 5. This continuum both prescribes the level of services needed to encourage students to behave in a responsible manner and describes where students are in terms of their educational placement in an environment where they can reach their maximum potential. The placement should take into account educational, social, cultural and handicapping conditions. Movement of students on the continuum beginning at Step 1 and culminating with Step 5, reflects their progressive need for increased interventions.

How the Continuum Functions

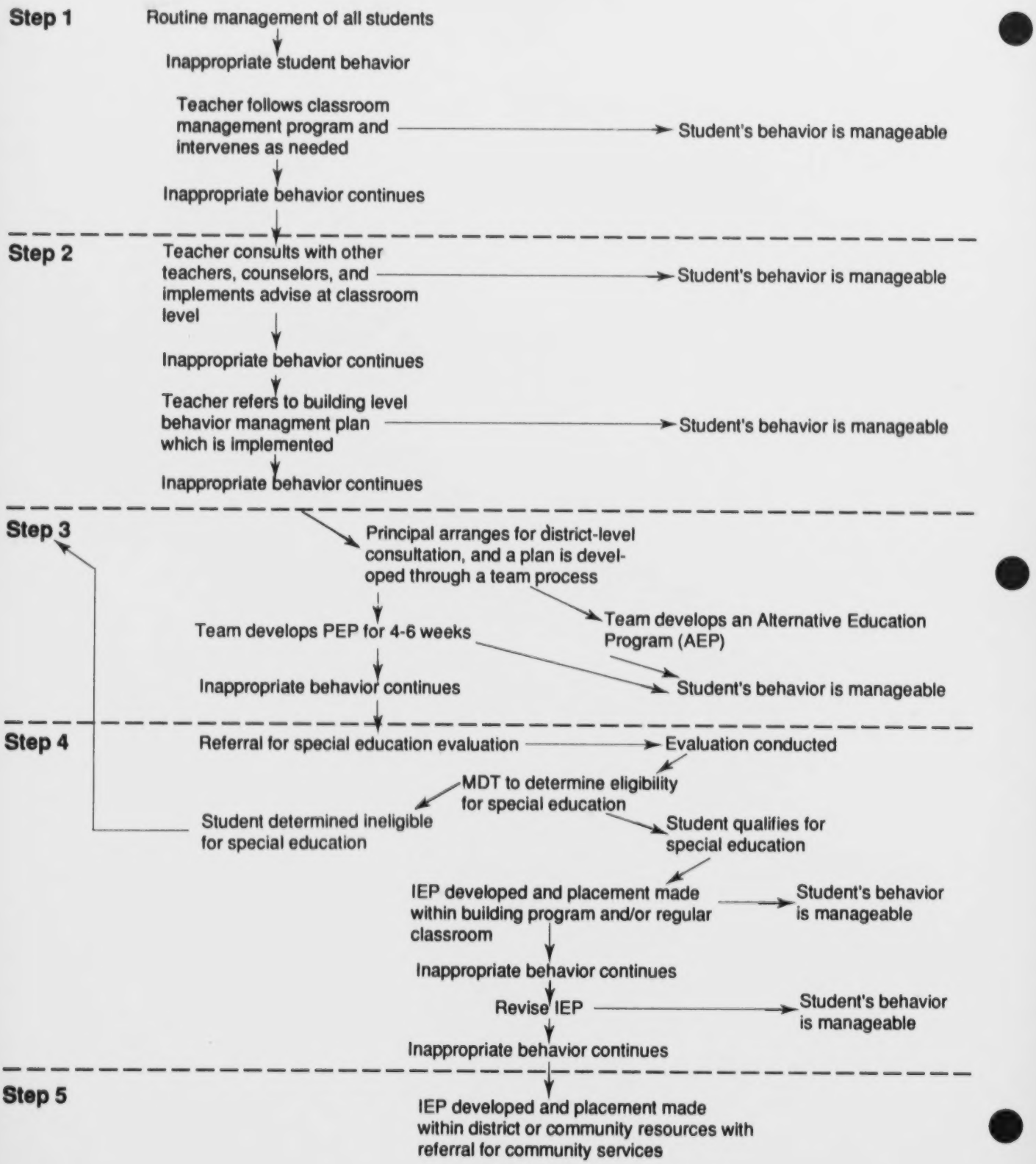
The process begins at Step 1 with the use of basic school resources to serve the entire student population. With appropriate classroom processes in place at Step 1, fewer students will need Step 2 services and interventions. For those students who engage in behaviors that interfere with their learning or the learning of others, Step 1 procedures, involving classroom adjustments designed primarily by the teacher, are made. If students continue irresponsible behavior, they move to Step 2 which results in building resources being utilized for educational interventions. Such a process continues with Step 3 utilizing district resources, Step 4 with eligibility for and provision of special education services, and ends with Step 5 which includes maximum utilization of resources: special education, district resources and community resources in a student's educational plan.

Benefits of the Process

The overall benefits of having a full continuum of services available is that it:

- Provides a clear process for educators to use in identifying student needs and responsive school services in a timely and effective way.
- Facilitates the development of a behavior management plan that "matches and incorporates the unique characteristics of both students and school services"[7].
- Allows educators to serve the maximum student population with a minimum number of services and to serve a minimum number of students with a maximum level of resources.
- And ensures that students are consistently educated in the least restrictive environment, thus preventing over-identification of students as Seriously Emotionally Disturbed.

Student Behavior Management Process
Based on Continuum of Services


Step 1
Routine management of all students
Inappropriate student behavior
Teacher follows classroom management program and intervenes as needed
Student's behavior is manageable
Inappropriate behavior continues
Step 2
Teacher consults with other teachers, counselors, and implements advise at classroom level
Student's behavior is manageable
Inappropriate behavior continues
Teacher refers to building level behavior managment plan which is implemented
Student's behavior is manageable
Inappropriate behavior continues
Step 3
Principal arranges for district-level consultation, and a plan is developed through a team process
Team develops an Alternative Education Program (AEP)
Team develops PEP for 4-6 weeks
Student's behavior is manageable
Inappropriate behavior continues
Step 4
Referral for special education evaluation
Evaluation conducted
MDT to determine eligibility for special education
Student determined ineligible for special education
Student qualifies for special education
IEP developed and placement made within building program and/or regular classroom
Student's behavior is manageable
Inappropriate behavior continues
Revise IEP
Student's behavior is manageable
Inappropriate behavior continues
Step 5
IEP developed and placement made within district or community resources with referral for community services

A Continuum of Services for Managing Student Behavior

Step	Responsibility	Placement/Procedure	Primary Processes
1	Classroom teacher	Regular classroom placement	a) Examination of instructional, curriculum and teaching methods b) Examination of social/cultural factors c) Classroom management process d) Teacher intervention and modification of above, as needed e) Consultation with parents
2	Classroom teacher and school staff	Regular classroom placement and referral to school resources/school discipline system	a) Team problem-solving process focused on casual factors and services needed b) Schoolwide Student Management process c) Review of Step 1 processes
3	Classroom teacher, school and district staff	Regular classroom placement or alternative educational program and request for district resources	a) District/building team process for developing written behavior plan with student b) Coordination of behavior plan by specified staff member c) Review of Step 2 processes
4	Classroom teacher, school and district staff	Request for special education evaluation. Placement in a special building program and/or regular classroom	a) Team process to determine eligibility for special education b) If eligible, IEP team process to determine placement and program c) If ineligible, return to Step 3 processes
5	School staff including special education	Placement within district resources and referral to community resources	a) MDT process to evaluate continuing need for special education b) IEP process to plan services and review continued need for restrictive educational placement

The effectiveness of each decision made along the continuum is vital to the overall benefits of the process. Each step within this continuum will be further examined in terms of entry criteria, staff responsibility, procedures and exit criteria. As Steps 1, 2 and 3 contain components and processes critical to a school's prevention efforts, information about evaluating the effectiveness of the primary processes in these steps will also be addressed. A "yes" answer to the questions presented indicates optimum potential for development of positive student behavior. For evaluating effectiveness of Step 4 and Step 5 processes, the reader is encouraged to review Technical Assistance Paper #5 on **"A Suggested Procedure for the Identification of and Provision of Services to Seriously Emotionally Disturbed Students"**[8] and **"Pathways to Responsible Behavior Management: Developing Effective IEP's For Students Requiring Behavior Management Goals"**[9].

Step 1: Classroom Adjustments

Process and Procedures

Entry Criteria: When student behavior interferes with their learning or the learning of others, Step 1 procedures are initiated.

Primary Responsibility: The classroom teacher is primarily responsible for implementing procedures at this step.

Procedures: Initial procedures include the development of an intervention plan or making classroom adjustments to encourage positive and responsible student behavior. Interventions or modifications usually begin by:

- Examining instructional and teaching methods,
- Examining organizational factors,
- Examining social and cultural factors,
- Examining the classroom student management system,
- Teaching the skills necessary for responsible student behavior, and
- Consulting with parents.

Outside assistance, unless on an informal basis with other teachers, is usually not sought at this step. The teacher manages the student's behavior within the classroom.

Exit Criteria: If the teacher's planned intervention results in student progress, no further action is taken. If, however, the student's behavior continues to be a problem, Step 2 processes and procedures are implemented.

Encouraging student responsibility and preventing student behavior problems begins in the classroom. A myriad of research studies on effective classroom management have linked effective classroom management with effective teaching. Such studies provide evidence that teacher behavior is the key factor affecting student behavior and that classroom structures which enable students to experience academic and social success are effective in enhancing motivation, preventing discipline problems and facilitating development of student responsibility[11].

A fairly in-depth discussion of classroom processes at Step 1 will be given because such processes utilized for all students can dramatically prevent behavior problems from ever occurring. In addition, paying attention to such processes for students who do exhibit behavior problems offers the greatest chance of success in encouraging more responsible behavior.

Evaluating Effectiveness of Primary Processes at Step 1

Examining Teaching and Instructional Methods: In order to facilitate learning and promote positive student behavior, teachers con-

tinually strive to utilize teaching and instructional methods that address student's personal and academic needs, promote student involvement in a variety of learning activities, facilitate on-task behavior and enhance student motivation. For students who are experiencing frustration and failure, or who are exhibiting behavior problems in the classroom, it is important that the curriculum and instructional strategies be closely examined and modified as needed.

In evaluating the curriculum and instructional approaches, the following questions may be helpful. This list reflects important considerations which may have a major impact on promoting or discouraging student responsibility and which frequently get overlooked in working with students who demonstrate inappropriate behavior.[12] This list is not meant, however, to be comprehensive in terms of all instructional considerations.

1. Is instruction matched with the student's learning style and cognitive abilities?

2. Is the student given realistic and immediate feedback on academic work and being retaught information the student has not yet mastered?

3. Is the student involved in academic goal-setting so that success is experienced?

4. Does the time required for individual seatwork take into account the student's ability to complete the assigned work?

5. Is there relevance of the subject matter to the student's personal life and does the student understand this connection?

6. Are necessary teaching modifications being provided to meet the student's individual needs (i.e., changing the way the student gets the information, altering assignments, altering lessons, changing the way student feedback is given or adjusting the evaluation procedures)?

7. Does the grading system motivate the student to make an effort in school work?

8. Is the student receiving more positive than negative feedback?

9. Are the student's needs for security, safety, belonging, affection and self-respect being met within the classroom environment?

10. Are there outside environmental factors which may be interfering with the student's fulfillment of personal needs for which a referral for help is necessary?

Examining Organizational Factors: The following questions serve as a guide to examining some key organizational factors:

1. Is instructional time used effectively?

2. Are students placed in instructional groups which fit their instructional needs?

3. Do the transitions between instructional activities promote positive student behavior?

4. Is the classroom designed to facilitate on-task behavior?

5. Is seatwork time used effectively?

6. Is pacing effectively used to balance information and student involvement?

7. Is student feedback and evaluation effectively utilized to maximize student success and responsible behavior?

Examining Social Factors: The social atmosphere or climate of the classroom can promote positive student behavior and self-responsibility. A classroom climate most conducive to encouraging positive student behavior is one which:

- Allows students to feel safe and accepted as persons of worth and dignity,

- Is based on mutual respect and cooperation,

- Promotes understanding of self and others,

- Provides respect for individual uniqueness, and most importantly,

- Allows all students the opportunity to have positive interactions with others.

Research findings on disruptive student behavior indicate that such students demonstrate negative behavior in situations where they are neither valued nor made a part of the classroom process[12].

The following list of questions may facilitate an examination of social factors in the classroom:

1. Is the primary focus of teacher interaction with students who have behavior problems on appropriate or inappropriate student behavioral responses?

2. Is respect for student individual uniqueness demonstrated through teacher and peer interactions?

3. Are effective communication skills utilized with all students to encourage development of self-responsibility?

4. Are all students provided with frequent interaction and feedback which communicate to them that they are valuable, able and responsible[13]?

5. Are opportunities provided for students to get to know each other, develop friendships and practice cooperating in groups?

6. Is the degree to which each student feels valued and accepted as a group member assessed?

7. Are additional educational interventions and group strategies provided when any student in the classroom is experiencing minimal positive interaction from peers?

8. Is a supportive and collaborative relationship with parents encouraged to promote student responsibility?

Examining Cultural Factors: In facilitating the development of responsible student behavior in the school setting, it is important to examine cultural factors. Research indicates that a disproportionately higher number of culturally diverse and minority students peers are:

- referred for psychological services,

- referred for special education[14], and

- more likely to be suspended from school[15].

Significant cultural and language differences are sometimes perceived by teachers as deficits. Such perceptions can result in lowered teacher expectations and can ultimately lead to various student academic and social problems.

Student difficulties in the educational process sometimes result from misunderstandings and value conflicts between teachers and students who are each responding to different culturally based rules of communication.[16] Student discipline problems can occur because of a student's failure to understand, accept or abide by school rules which may be different or incompatible with cultural or communication norms.[17]

Halverson[18] suggests that there are cultural, as well as individual differences that impact on the teaching-learning process. She developed a "Cultural Learning Styles" chart to assist educators in identifying cultural patterns relevant to learning styles and then matching those learning styles with teacher instructional strategies.

While it may be an unrealistic expectation for teachers to thoroughly understand the various cultural patterns of all students in their classrooms, examining the cultural differences of a student who is experiencing behavioral or academic difficulties may open up ideas for effective intervention strategies.

The following questions may assist in exploring cultural factors:

1. Are academic and behavioral standards for culturally diverse and minority students the same as for all students?

2. Are the classroom and school rules sensitive to the cultural values and norms of the total school population?

3. Are cross-cultural communication topics and materials integrated into the curriculum and does the curriculum recognize the contributions of diverse cultures and minority populations?

4. Do culturally diverse students have sufficient linguistic proficiency to engage in and benefit from adult and peer interactions?

5. Do the instructional and teaching strategies take into account each student's preferred learning modes, including:

   a. a language preference,
   b. a preferred way of relating to others,
   c. an incentive preference, and
   d. a preference for thinking, perceiving, remembering, and problem-solving[19]?

Establishing a curriculum that accommodates the unique learning style of all students, including those who are culturally different is essential. Howard[20], summed up "multicultural education" by stating:

> It is not simply a recognition of holidays, goods, histories, and role models. It is an appreciation of diversity in cultural values, nonverbal behavior and meanings, and cognitive styles. Our goal, as educators, should not be to help everyone succeed in the same way, but to help everyone succeed in ways that best reflect their own unique, individual and cultural styles and values.

Examining the Classroom Management System: Research studies on teacher effectiveness and classroom management support the need for the development of a proactive classroom management process aimed towards self-discipline and student responsibility.[21] The traditional methods of improving student behavior relies on telling students how they should act, how they should feel, what is right from wrong and methods used to "control" student behavior. A proactive approach moves towards providing students with the opportunity to actively explore their attitudes, thoughts, emotions, behaviors and concerns for themselves and others so that they learn to make appropriate and responsible behavioral decisions.

The following factors have been present in classrooms with effective student management systems:

- The emphasis is on positive student behaviors and preventive measures.
- Problem-solving is focused on causes of behavior problems rather than symptoms.
- Students are involved in resolving behavior problems through a problem-solving process.
- Expected student behaviors are taught and clearly articulated.
- Teachers model desired student behaviors[22].

The process of examining the classroom student management system requires a focus on (1) classroom rules and (2) consequences for meeting or failing to meet such rules. Both are essential components of a student management system.

Classroom Rules: Research has revealed that student behavior is more constructive, consistent and reflective of what the teacher expects in the classroom when students understand exactly what is expected of them.[23] In examining effectiveness of classroom rules, the following questions may provide assistance:

1. Are the rules developed with student input and participation?
2. Are they stated positively in terms of what students are expected to do rather than what they are not supposed to do?
3. Are they clear, easy to understand and in fact, understood by all students?
4. Are they written and posted in a visible place in the classroom?
5. Are they consistent with the building's code of conduct or student management plan?
6. Are they related to responsible behavior to self and others and to maintaining a classroom environment conducive to learning?

Classroom Consequences: It is imperative for students to understand and be able to predict

the likely consequences or results of their actions prior to making their behavioral choices. This is a prerequisite skill for assuming responsibility for oneself. In classroom environments where teachers make arbitrary decisions in response to student behavior problems, there is a greater likelihood that the student will feel victimized by the teacher, will continue to perceive others as responsible for their emotional difficulties, and will fail to develop the skills necessary for self-responsibility. In examining consequences, the following questions may provide assistance:

1. Are consequences for meeting or failing to meet class rules understood by all students?

2. Are consequences consistently enforced?

3. Is the emphasis on using positive consequences to encourage student responsibility rather than on negative consequences or punishment for rule violations?

4. Is there maximum use of natural and logical consequences to encourage student responsibility?

5. Are teacher responses in relation to rule violations handled quickly and within the classroom setting where possible, rather than students being removed from the classroom for someone else to respond to?

6. Are consequences applied in a non-threatening and as objective manner as possible, given the circumstances?

7. Do consequences emphasize helping students understand the impact their behavior has on others and developing alternate ways to meet their needs?

Teaching Responsible Student Behavior: As with the acquisition of any new skills or competencies, students require:

- specific information on how to be responsible,
- models of responsible behavior,
- practice in utilizing the skill of assuming responsibility, and
- reinforcement for assuming responsibility.

It is appropriate to assume that students *"behave in a manner they believe, for whatever personal reasons, is in their best interests*[24]". It is important for schools to take an active role in teaching students alternative and appropriate methods of meeting their needs.

The development of responsibility is learned through instruction and experience. For all students, to some extent, and especially for those students who need to learn how to make effective decisions regarding their behavior, both instruction and experience are necessary.

There are a number of instructional programs available to teach the process and skills necessary for assuming responsibility. A common component in most instructional programs is problem-solving. In providing instruction related to problem solving, the teacher's role may include assisting students in the following ways:

- clarifying a current problem which requires a decision,
- clarifying the student's thoughts and feelings regarding the events,
- clarifying the limits that exist in the environment regarding behavior,
- identifying alternative choices available to solve the problem,
- selecting one of the choices by evaluating the likely consequences and anticipate future difficulties which may occur, and
- evaluating the effectiveness of their decisions through feedback and discussions.[25]

In examining the steps in such a process, there are a number of skills that students may require systematic instruction in order to be able to effectively make decisions and assume responsibility for their behavior. Examples of a few such skills include:

- critical thinking,
- problem solving,
- decision making,
- communication skills, and
- various other social skills.

The following questions address key factors in teaching student responsibility.

1. Is teaching directed towards helping students understand their individual rights and responsibilities to others?
2. Is training provided in cooperative problem solving and decision making?
3. Are students retaught what is responsible behavior when they demonstrate behavior that falls outside the limits of what is expected?
4. When students exhibit behavior problems in the classroom, are efforts made to clarify the underlying problems which led to the behaviors and then teaching alternative and appropriate ways of dealing with such difficulties?

Students often exhibit disruptive behavior "*as a way to reduce feelings of frustration, tension or anxiety*"[20]. They must be provided with instruction designed to assist them in understanding their own behavior and then learn appropriate ways to get their needs met. Punishing students for inappropriate behavior will not teach them alternative and more appropriate ways to manage their emotions.

Step 2: Referral Activities with Building Resources

Process and Procedures

Entry Criteria: If a student continues behaviors that interfere with ability to make educational progress following implemented interventions at Step 1 or if a student exhibits inappropriate behaviors which results in automatic referral into a school's management and discipline system, Step 2 procedures are implemented.

Primary Responsibility: The regular classroom teacher and building staff share responsibility at this step. The student maintains placement in the regular classroom.

Procedures:

1. The classroom teacher addresses the student's problem behavior with other school staff within the building who may be able to provide assistance; i.e., other classroom teachers, consulting teachers, counselors, school social workers, child development specialists or principal.
2. The team plans intervention efforts and those responsible for managing the student direct the intervention.
3. A referral into a schoolwide student management system is made if the student exhibits behaviors identified as unacceptable for which consequences are specified.
4. Referrals to community agencies are made, as needed.

Often Step 2 students are involved with other community agencies, i.e., Children's Services, Mental Health, Juvenile Department, local law enforcement agencies, etc. Some schools are engaged in a Youth Services Team Model in which school and agency staff collaborate in team problem solving to plan effective interventions for students. While school and agency collaboration often begins at Step 2, it can occur at any step within the continuum.

Exit Criteria: If the Step 2 interventions are effective in assisting the student in making

educational progress and choosing responsible behavior, a decision is made as to the most appropriate alternative;

- continuing Step 2 interventions,
- returning to Step 1 interventions, or
- discontinuing all special intervention processes.

If the student continues to choose behaviors that interfere with educational progress, a decision is made by the team as to whether to seek other Step 2 intervention strategies or move to Step 3.

Evaluating Effectiveness of Primary Processes at Step 2

Team Problem Solving: In order to provide a coordinated effort towards the development and implementation of a plan to assist a student in making appropriate behavioral choices, it is important that all building staff who have involvement with the student meet and share information. Disjointed efforts and lack of consistency by school staff can aggravate student behavior problems. Questions to address in relationship to team problem solving are:

1. Is time available for all staff involved with a particular student within the building to meet and plan?
2. Are parents asked for input in this planning process?
3. Does the team process include looking at causal factors which may underlie the behavior problems, such as the existence of depression, situational crisis, abuse, substance abuse, truancy, etc.?
4. When appropriate, are referrals to community agencies generated through this process?
5. Does the planning focus on providing assistance to the student in terms of acquiring appropriate social skills?
6. Is the team process focused on positive intervention strategies rather than negative consequences?
7. Is the intervention plan developed by the team designed in such a way that consistency across settings and among staff are maximized with regard to defining student expectations and following through with consequences?
8. Does the team include refocusing on Step 1 interventions and modifications so that the student is able to experience success in the classroom?

Schoolwide Student Management Policy

Students who exhibit behavior problems at school and haven't developed self-responsibility find themselves rather quickly at Step 2 and very likely become involved with the school's Student Management Policy and resulting disciplinary action for rule violations. Such contact can either encourage the development of self-discipline and responsibility or can discourage its development through:

- reinforcing the student's feeling of victimization,
- reinforcing the notion that "schools are in control", or
- by failing to follow through with enforcing policy guidelines which allows the student to continue irresponsible behavior.

The overall design of a schoolwide management policy can have a major impact on all students and especially students who exhibit behavior problems in school. There will be some brief discussion of an effective Schoolwide management policy as it relates to encouraging responsible student behavior, however it is beyond the scope of this document to clarify all of the necessary factors, processes and components of such a policy.

A Schoolwide Student Management Policy is a working document that provides guidelines for the choices and decisions of students and all school staff. The overall purpose is to:

- Encourage students to assume responsibility for their academic and behavioral choices by clarifying their rights and responsibilities, expectations or rules for responsible behavior, and consequences for meeting or violating the rules, and

- provide a consistent school staff response to students requiring behavioral intervention.

Minimum components found in such policies include the following:

- student rights and responsibilities,

- rules of conduct or behavioral expectations,

- disciplinary responses for rule violation of specified behaviors, and

- regulations for procedural due process involving suspensions and expulsions.

One of the components consistently found in schools with effective management processes is a Schoolwide Student Management Policy that includes a proactive educational approach to encourage responsible behavior and prevent discipline problems. In such schools, student learning considerations are the major criteria used in decision making[27]. Educational interventions are provided when problems develop. Such an approach is based on the recognition that more is required than merely attempting to deal with student misbehavior or reducing discipline problems through punishment procedures[28].

The following key questions are provided to assist educators in reviewing their policy in terms of its educational approach and focus on encouraging responsible student behavior.

1. Is the policy developed by involving educational and support staff, students, parents and community members?

2. Does the policy respond to the unique behavior management needs of the building and local community?

3. Is the policy understood by educational and support staff, students and parents through training efforts?

4. Is the policy reviewed at least on an annual basis by participants in order for it to reflect current building needs, community attitudes and changing laws?

5. Do each of the rules within the policy have a legitimate and rational relationship to the school's stated educational purpose?

6. Are disciplinary actions for rule violations educationally sound, commensurate with the student's inappropriate behavior and compatible with the student's needs?[29]

7. Are disciplinary actions coupled with educational interventions and problem-solving processes to encourage responsible behavior?

8. Is there a distinct discipline policy for handicapped students which insures legal protections such as prevention of exclusionary discipline for behaviors related to a student's handicapping condition?

Step 3: Documented Plan with District Resources

Process and Procedures

Entry Criteria: If a student continues behaviors that interfere with their ability to make educational progress following Step 2 interventions, movement to Step 3 may be decided upon by the educational and building team members. Step 3 procedures related to "Alternative Educational Programs" (AEP) will automatically occur, as required by ORS 339.250(6) and OAR 581-21-071, in the following circumstances:

- Upon the occurrence of a second or any subsequent occurrence of a severe disciplinary problem within a three-year period;

- When the district finds a student's attendance pattern so erratic that the student is not benefitting from the education program;

- When the district is considering expulsion as a disciplinary alternative;

- When a student is expelled pursuant to Section 3 of ORS 339.250; and

- When the student or the student's parents or legal guardian notifies the district of intent to withdraw from the program as provided under ORS 339.250(7).

Primary Responsibility: The regular classroom teacher, building staff and district resource staff share responsibility for procedures at Step 3.

Procedures: Step 3 processes serve a dual function, a) they provide more intensive interventions and services and b) they provide a mechanism for organized data collection in case an eligibility decision for special education is necessary at Step 4. Because of the data collection function, all procedures listed below require documentation, including the rationale for the team's decision to begin Step 3 procedures and the data on which the team based its decision.

1. A referral is made to district resources for behavior management consultation and assistance. Such consultation is usually provided by a special educator, behavior specialist, social worker or school psychologist.

2. An intervention team consisting of teachers, building staff and district staff who are involved with the student meet to develop one of the two options listed below:

   a. A personal educational plan (PEP) designed to change the behaviors that are interfering with the student's ability to make education progress through the utilization of building and district services, or

   b. A proposal for at least two alternative education programs (AE), also designed to alleviate the problems which interfere with the student's ability to make educational progress. AE utilizes building resources, district resources and/or district contracted resources.

3. Parental input and approval is sought for the development of either plan listed above.

4. A person from the team is assigned as coordinator to oversee either of the plans listed above.

If the team decides on the development of a personal educational plan (PEP):

1. The plan is implemented for at least four to six weeks, with reviews and modifications made as needed. **(See pp. 33 for sample PEP.)**

2. Data is collected during this intervention period and is organized for presentation to the multi-disciplinary team (MDT) if eligibility for special education is sought at Step 4.

3. **Exit criteria:** At the end of the implementation of the PEP, if the student is able to benefit from the regular education program, a team decision is made whether to continue Step 3 interventions or return to lower level interventions. If the behavior continues to interfere with the student's ability to benefit from the educational process, the team may decide to try alternative Step 3 interventions or decide to move to Step 4.

If the team decides on developing an alternative educational program (AE):

1. The team assesses student's learning needs.

2. The team develops at least two AE program options which match the student's learning needs and documents to the parents a preference as to which one will most likely provide the best opportunities for educational benefit.

3. The student is then placed in an AE program.

(For further information on the development of AE programs, the reader is encouraged to review Oregon Department of Education's Technical Assistance Manual on Alternative Educational Programs.)[30]

4. **Exit criteria:** At the end of the semester, contract period with an AE program, or at the end of an expulsion period, the team must assess whether the behavior problems have improved to allow the student to make educational progress. If the student's behavior has improved, the team decides whether to continue the AE program (with parental approval) or recommend the student return to the regular education program with appropriate level interventions. If the behaviors continue to interfere with the student's educational progress, the team determines whether to try alternative Step 3 procedures or move to Step 4.

Evaluating Effectiveness of Primary Processes at Step 3

Development of a Personal Educational Plan (PEP):

1. Are the student, staff responsible for managing the student, and parents included in the development of the plan?

2. Are expectations for responsible student behavior, consequences for responsible behavior, and consequences for irresponsible behavior clearly stated in the plan, understood by all and consistently enforced?

3. Are the teaching of necessary social skills included in the plan with opportunities for the student to practice problem solving?

4. Is the plan utilized as a process to encourage responsible student behavior by periodic reviews between student, staff, and parents in order to make modifications in the plan as needed?

5. Is documentation being maintained during this intervention phase to show student behavior response to the plan?

6. Are building and district support services being utilized to maximize potential student progress?

Development of an Alternative Educational Program (AE):

1. Are the proposed alternative programs based on the student's learning styles and needs?

2. Are the proposed alternative programs consistent with the student's educational and vocational goals? (i.e., do the programs offer credits leading to high school graduation if the student wants to pursue graduation?)

3. Is an assessment process following placement in an alternative program built in to address whether the program is successful in allowing the student to make educational progress?

4. Are the proposed alternative programs discreetly different from the student's regular education program?

5. Are the proposed alternative programs available and accessible to the student?

(SAMPLE)

Personal Educational Plan to Increase Student Responsibility

Student Name: Jerry Jones
Date: September 15, 1988
School: Middle School
Grade: Seventh PEP Monitor: Mrs. Smith

Reason for PEP:

Student has difficulty managing anger in class which results in frequent disciplinary referrals to the office. Student also completed academic work approximately 50% of the time.

School Staff Responsibility:

PEP Monitor agrees to review the intervention plan with the student at least every two weeks, reinforce student for responsible behavior and communicate weekly with parents.

Teachers agree to consistently follow intervention plan and apply stated consequences.

Counselor agrees to meet with student weekly to go over problem-solving forms and provide social skills training.

Parents agree to review assignment sheet daily and consistently apply stated consequences.

Student Expectations to Increase Student Responsibility:

1. When angry, Jerry is expected to remain in control by making responsible choices to manage his anger.

2. Jerry is expected to remain on-task during class time, complete and turn in assignments on time.

Expectation 1: Managing Anger

Responsible Choices (ways to meet expectations)

When frustrated or angry with peers, I can do the following:
- Try to work it out while remaining calm
- Ignore the situation
- Remove myself from the situation
- Ask a staff member for help
- Use relaxation techniques learned in group

When frustrated with class or school rules, I can choose the following:
- Think through the consequences of my actions before doing anything
- Discuss the situation with a staff member in a calm manner
- Write down my thinking about the situation and then share with staff

Consequences for Responsible Behavior

- Acquiring friends
- Enjoy recess and lunch time
- Stay in class with friends
- Feeling positive about yourself
- Getting off this PEP if followed for four weeks

Irresponsible Choices (choosing negative consequences)

- Start yelling
- Fighting, shoving, hiting, kicking, spiting, pushing or hurting kids
- Cussing, verbalizing obscenities
- Break class and school rules that I don't agree with or because I'm upset

Consequences for Irresponsible Behavior

- Teacher will give one warning to student to make a different choice.
- If inappropriate behavior continues, student is expected to go to the office to fill out a Problem-Solving Form and then meet with the vice-principal before returning to class.
- Regular classroom and student management procedures for all students will be followed in addition to above.

Expectation 2: Complete Academic Work

Responsible Choices

- Listen and participate by showing eye contact, responding to questions, and following class activities.
- Begin work immediately by listening to directions, getting out necessary materials, and beginning assignment.
- If work is difficult, keep trying or ask a teacher for help.
- If bothered by others, move to a quiet place in the room.
- Write all assignments on assignment sheet and take home for parent review.
- Have teachers initial assignment sheet for completed work.

Consequences for Responsible Behavior

- Finish work on time and get better grades.
- Stay in class with friends.
- Have more free time in evenings and weekends.

Irresponsible Choices

- Continual talking to others or just gazing around.
- Trying to get others attention by making noises or gestures.
- Playing with things in the desk.
- Giving up when the work is difficult.
- Forgetting to keep assignment sheet current or forgetting to being it home.

Consequences for Irresponsible Behavior

- Teacher will give one warning for off-task behavior.
- If behavior continues, student will move to back of room to work.
- If work is left incomplete, student will use next recess time to complete work.
- If work still incomplete at end of recess, it will become homework.
- Parents will check assignment sheet daily and student will get free time at home following work completion.

PEP Termination Criteria:

Each expectation and resulting special procedure will be dropped from the PEP when student meets the expectations consistently for a four-week period without a disciplinary referral to the office.

_____

Student

_____

PEP Monitor

_____

Parent

Additional sample Personal Education Plans included in the appendix.

Step 4: Referral for Special Education Services

Process and Procedures

Entry Criteria: If Step 3 interventions have been unsuccessful and the behaviors continue to interfere with the student's ability to make educational progress, the team may decide to move to Step 4 for determination of special education eligibility.

Primary Responsibility: The regular classroom teacher, building staff and district resource staff are all utilized at this step. The MDT determines eligibility, the Individualized Educational Program (IEP) team determines the programming and placement and the special education staff provides the coordination of services.

Procedures:

1. Procedures begin with a referral to special education. Ongoing Step 3 interventions are continued during the MDT's determination of eligibility.
2. The MDT process includes conducting an evaluation upon parental approval, determining student needs and determining a student's eligibility as handicapped (Seriously Emotionally Disturbed [SED]) according to established federal and state regulations.
3. Following an eligibility determination, the IEP team develops an appropriate educational program. The student's placement is within building resources determined by "least restrictive environment" regulations.

Exit Criteria: If the IEP team determines that an educational program requires a student's placement in district resources combined with the provision of community resource services as well, movement to Step 5 is indicated.

Step 5: District Placement with Community Resources

Process and Procedures

Entry Criteria: This is the same as exit criteria for Step 4.

Primary Responsibility: School staff, special education and other district staff and community resource staff all share responsibility at this step. Responsibility for oversight of the student's educational plan rests with the IEP team.

Procedures:

1. The IEP team determines an appropriate placement within district resources or community resources through a contractual arrangement with the district. State resources such as private education programs from the "Christie List" may also be utilized at this step.
2. A referral for community resource involvement is made, unless already arranged at a previous Step.
3. Implementation of the IEP is managed by the coordinator named by the team.
4. Direct and indirect regular or special education services as specified in the plan are provided to the student in the least restrictive educational environment feasible.

Exit Criteria: If the interventions applied have been effective in assisting the student in making educational progress, the IEP team determines whether to continue the Step 5 intervention or return to a lower level of intervention with placement in the least restrictive environment expected to maintain a student's educational progress. If the intervention has not been effective, the MDT may be called upon to develop a new assessment plan to collect data for the IEP team's development of an alternative IEP.

Implementation Considerations

Development and Implementation

There is a wide variation among school districts, buildings and classrooms in terms of development and implementation of effective processes to encourage student responsibility. What all schools do have in common is an existing process for managing student behavior. Such a procedure may or may not be written; developed and understood by all staff, students and parents; focus on teaching self-responsibility; and proactive. Some districts have policy guidelines which address student needs through offering a full continuum of services for managing student behavior and which provide an educational approach to improve student behavior. Some school buildings have written student management processes and procedures in place without district policy guidelines. Regardless of where each district, building, or classroom is, it is important to engage in activities to improve student behavior.

While there is no "one right way" to develop or enhance processes to encourage student responsibility, the following general implementation steps are suggested as a guide. Many of the initial steps occur simultaneously and are not mutually exclusive. If policy guidelines are unavailable, an ideal place to start is a process leading to the development of district and building student management policies.

Considerations: Training Administrators—In order to implement district and building processes to provide a full continuum of services for managing student behavior, administrators must have the knowledge, skills and understanding of research-based strategies that encourage student responsibility and promote productive student behavior. Inservice training for them on the processes and components of a continuum of services is an essential beginning step. To facilitate the effectiveness of the policy development process, the training should include the opportunity for administrators to complete a district/building self-evaluation on existing student management processes in their school system.

Developing or Enhancing District Policy—Recommendations for policy development or revision follow logically when a thorough assessment of current processes and practices regarding student behavior management in the district are first identified. Further exploration about what is currently going on can be facilitated by involving district personnel, building administrators, school staff and parents in this process.

Providing clear expectations in district policy regarding district, building and classroom processes and procedures can ensure that a full continuum of services is provided and that an educational approach to managing student behavior is maximized. For example:

1. School buildings develop and maintain a documented student management policy and plan consistent with educational goals and teaching positive student behavior and which is developed with school staff, student and parent participation.

2. The buildings have a clearly defined systematic process for providing increasing educational interventions for students who demonstrate irresponsible behavior.

3. The classrooms have a documented student management plan which is posted in the rooms and developed with student participation.

Administrative Leadership and Support: Administrators clearly have the greatest opportunity to shape the culture of the educational environment, whether it be the superintendent of a school district or the principal of a school. Their leadership and support significantly effects the development, implementation and maintenance of any school effort towards improving student behavior. School administrators provide direction through facilitating the entire improvement process. Short[31] summed up the principal's role in this process by stating...

The principal makes it happen by being a visible force in promoting school expectations for good behavior, facilitating student-teacher problem-solving activities, emphasizing a student-centered approach to the curriculum and instruction, and by intervention activities that utilize the reinforcement power inherent in the position.

Training Staff: Active involvement of staff in all of the implementation steps increases their ownership for, commitment to, and responsibility toward improving student behavior. It is therefore essential for all staff to receive training on the processes and components of providing a continuum of services and to gain a working knowledge in the application of research-based effective practices to encourage student responsibility.

Assessing Current Building-Student Management Processes and Practices: To maximize improvement efforts, it is necessary to understand what is actually taking place in the school so that strengths and areas needing improvement can be clarified. Staff, student and parent input is recommended and can be obtained through a variety of methods. The questions related to effectiveness which are addressed throughout this document can be utilized as a guide in this assessment process. Such questions explore schoolwide practices including but not limited to:

- Instructional practices and curriculum
- Policy guidelines and discipline practices
- Expectations for positive student behavior
- Parent and community involvement in the school
- School climate

In addition, exploring the current levels of student performance, academic achievement, attitude towards school, and behavior, can be valuable in identifying areas needing improvement. Exploring the underlying causes of identified student behavior problems in the school can also clarify school responses which may facilitate student improvement.

Goal-setting: Improvement efforts are most effective when there is a focus placed on one or two high-priority goals. Through information gathered from the assessment process at the previous step, staff can work towards reaching consensus on the goal(s).

Shared goals and activities among staff increase their interest and commitment and the effectiveness of improvements[32]. The entire improvement process, including goal-setting should take place with involvement from all staff.

Developing an Action Plan: Once the goal is selected, an action plan is developed to reach the goal. Action plans include:

- Necessary activities
- Resources needed, (e.g. materials, staff training, schedule adjustments)
- Person or persons responsible for carrying out the activities
- Targeted timelines for completion of the activities

Documenting and distributing this plan of action to all staff will maximize enthusiasm and participation in this effort.

Implementing and Monitoring Plan of Action:Identifying one person to coordinate and manage the implementation of the plan of action increases the effectiveness of the process. In addition to monitoring completion of activities specified in the plan, it is important to monitor student performance based on implementation of the activities. Adjustments to the original plan may be necessary.

Evaluating for Effectiveness: Once the plan of action has been carried out, evaluation of progress towards meeting the goal is completed. A decision is made either to continue with the original goal by identifying new activities or to begin working on a new goal.

Regular and ongoing evaluation of student behavior management policies and procedures insures that they are kept current rather than becoming out- dated, inconsistently followed and thus ineffective. **Regular and ongoing evaluation of effective school processes to improve student behavior is a common characteristic among responsible school systems.**

Building Assessment Process Leading to Implementation of Continuum of Services

The Process: First, review lists containing samples of interventions and service delivery options for students with behavior problems at each step of the continuum of services.

Second, fill out the worksheets for each step both individually and with staff input by first identifying what your building already has available at each step followed by identifying current building needs (i.e., improving current processes, developing new processes or improving coordination between processes).

Step 1: Classroom-Based Interventions and Service Options:

1. Classroom student management system
2. Student involvement in developing class rules and consequences
3. Teaching responsibility as curriculum
4. Problem-solving methods aimed at altering student's behavior
5. Individual student goal-setting
6. Training in cooperative problem-solving
7. Behavioral consultation
8. Parent participation
9. Instructional modification to facilitate student academic success
10. Classroom/schedule adjustment
11. Individual contracting
12. Time-out area in classroom
13. Using problem-solving sheets
14. Substitute teacher guidelines

Step 2: Building-Based Interventions and Service Options:

1. Schoolwide Student Management Plan
2. School philosophy which encourages a school climate which is inviting to all students
3. Student, parent and all staff involvement in developing building rules/consequences
4. Team problem-solving process (i.e., TATs, Care Team, At-Risk, staffings)
5. Consistent school staff response to students requiring behavioral interventions
6. Behavioral consultation
7. A teacher evaluation process which stresses that teachers use techniques and display attitudes which promote the success of all students
8. Referral to and coordination with other community agencies
9. Social skills/problem-solving training
10. Individual/group counseling
11. Disciplinary actions are coupled with educational interventions
12. Self-monitoring programs (i.e., "Academic Responsibility")
13. Attendance Club
14. Prevocational/vocational/job placement
15. Student recognition programs
16. Peer tutoring
17. Mentor program
18. Substance abuse counseling
19. Study skills training
20. Self Manager Program
21. Positive Action Curriculum
22. Problem-solving/time-out room within building

Step 3: District-Based Interventions and Service Options:

1. District student management policy (including a clearly defined sequence for responding to irresponsible student behavior)
2. Inservice and staff development training (instruction and behavior management)
3. Allocation of appropriate and available resources
4. Youth services teams and interagency collaboration and cooperation
5. Team staffing process to develop formal behavior contracting process
6. Continuation of all resources from previous steps
7. Alternative education programs
8. Counselor monitoring system
9. Case monitor system to oversee implementation and documentation of individual plan
10. Behavioral consultation
11. Regular and ongoing process to evaluate effectiveness of student management policy/processes

Step 4: Special Education-Based Interventions and Service Options:

1. Mainstream classroom
2. Part-time mainstream/resource placement
3. Behavioral counseling approach for SED students
4. An individualized behavior management program for each student
5. Behavioral consultation
6. Alternative educational programs
7. Continuation of all resources and interventions from previous steps
8. Parent/family training

Step 5: Community-Based Interventions and Service Options:

1. Coordination and collaboration between school and community resources
2. A procedure for reintegrating students into the regular school program
3. Continuation of all resources and interventions from previous steps
4. Self-contained classroom
5. Special day treatment school
6. Residential placement

Available Service Delivery Options for Students With Problem Behaviors

Worksheets

Step 1: Classroom

List the Step 1 interventions and service delivery options you have available in your building for students with behavior problems.

Based on the availability of the above, list below the current needs in the building with regard to Step 1 interventions and service delivery options (i.e., improving current processes, developing new processes, improving coordination between processes).

Step 2: Building

List the Step 2 interventions and service delivery options you have available in your building for students with behavior problems.

Based on the availability of the above, list below the current needs in the building with regard to Step 2 interventions and service delivery options (i.e., improving current processes, developing new processes, improving coordination between processes).

Step 3: District

List the Step 3 interventions and service delivery options you have available in your building for students with behavior problems.

Based on the availability of the above, list below the current needs in the building with regard to Step 3 interventions and service delivery options (i.e., improving current processes, developing new processes, improving coordination between processes).

Step 4: Special Education

List the Step 4 interventions and service delivery options you have available in your building for students with behavior problems.

Based on the availability of the above, list below the current needs in the building with regard to Step 4 interventions and service delivery options (i.e., improving current processes, developing new processes, improving coordination between processes).

Step 5: Community

List the Step 5 interventions and service delivery options you have available in your building for students with behavior problems.

Based on the availability of the above, list below the current needs in the building with regard to Step 5 interventions and service delivery options (i.e., improving current processes, developing new processes, improving coordination between processes).

A checklist to assist administrators in beginning an evaluation of their behavior management program is provided on the following page.

Checklist to Evaluate Schoolwide Programs to Encourage Student Responsibility

Key to Ratings: 1 — Very Effective; 2 — Effective; 3 — Moderately Effective; 4 — Limited Effectiveness; 5 — Not Evident

Components of a Program	How effective have you been incorporating each component? (circle the rating)				
Philosophical Components					
1. The program is congruent with the school's stated goals regarding students' educational and personal skill development.	1	2	3	4	5
2. The program responds to the developmental levels/tasks of the students involved.	1	2	3	4	5
Organizational Components					
3. The program's development and ongoing evaluation involves representatives from the entire school community: teachers, administrators, staff, students, and parents.	1	2	3	4	5
4. The program is based upon data concerning specific factors associated with student management problems within the building.	1	2	3	4	5
Operational Components					
5. The program includes a positive school climate component with a focus on the quality of peer and teacher-student relationships.	1	2	3	4	5
6. The program places the initial emphasis on teachers' responsibilities for adjusting students' instructional programs and implementing productive classroom management interventions.	1	2	3	4	5
7. The program emphasizes educational activities that provide students and staff with new knowledge and skills.	1	2	3	4	5
8. The program includes clear, concise school rules that are systematically communicated to students, parents, and staff.	1	2	3	4	5
9. The program includes a clear statement concerning consequences associated with violating school rules.	1	2	3	4	5
10. The program provides a consistent response to students referred by a staff member.	1	2	3	4	5
11. The program includes a systematic procedure for involving parents in working with the school to alter their child's behavior.	1	2	3	4	5
12. The program includes periodic analysis of data related to key outcome variables.	1	2	3	4	5

Developed by Vern Jones[33].

A Final Note

This document introduces concepts, processes and components that are effective in encouraging responsible student behavior and decreasing the level of discipline problems in schools. It suggests a positive, proactive, educational approach using a full continuum of services to teach students responsibility. **There are no simple or singular solutions for developing or maintaining a "well-disciplined" school.** A unified approach to improving student behavior includes planning, staff development, implementation of resource allocation, monitoring, and evaluation. The entire community must be included in improving behavior; students, school staff, parents and citizens.

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Appendices

A-1 Sample—Board Policy, Greater Albany Public Schools, 5200: Student Discipline

A-2 Sample—Administrative Rules, Greater Albany Public Schools, 5200-A-1: Procedures for Student Behavior

B Sample—Mt. Tabor Building Policy, Programs for Responsible Students from Mt. Tabor Student Handbook

C Sample—Student Management Program from Mt. Tabor Student Handbook

D-1 through D-4 Sample—Behavior Contracts

Appendix A
(SAMPLE)
Board Policies
Greater Albany Public Schools

Pupil Personnel

5200: Student Discipline

The Greater Albany Public School District recognizes its responsibility to students to provide a climate for their education which contributes to the orderly pursuit of learning. It also recognizes that all persons involved with the schools carry a responsibility to contribute to establishing and maintaining that orderly climate. There has been, however, a running debate regarding the students' role in maintaining discipline in schools. We believe the students' role is to fully contribute to the maintenance of the safe and orderly climate which is so necessary if all are to profit from the high quality education opportunities of our schools.

Establishing the disciplined educational climate requires that we achieve the proper balance between protection of the teachers' right to teach and the students' right to learn how to correct their unproductive and inappropriate behavior under the guidance of caring school staff and parents. Teachers' right to teach also encompass parents' right to expect their children to be taught in a safe and encouraging environment. It also includes the students' rights to have their learning not disrupted by other students' inappropriate behavior.

Because teachers must deal most frequently and most directly with student behavior, they must plan to meet that par of their responsibilities. Teachers will continue to be the first to become aware when an imbalance occurs between their right to teach and the students' right to learn to correct inappropriate behavior. If this moment comes to the teacher's attention without forethought, there is a tendency to balance extreme student behavior with extreme teacher behavior. Preplanning helps avoid extreme responses.

The growing emphasis in settling differences through the court system makes it increasingly necessary that the expectations we have for student behavior be made clear. The question "What behavior is expected of students?" must be answered in a way that recognizes students' right to learn how to correct inappropriate behavior.

Those experienced in working with student discipline issues have been able to extract some principles of prevention from case studies. Those principles include:

1. Share behavior expectations with students and the reasons for those expectations. This includes sharing an understanding of why the expectations are reasonable.
2. Adults who are involved consistently apply a student behavior management procedure.
3. Communicate the consequences of inappropriate behavior.
4. Whenever possible, adjust the student's instructional program to the appropriate level of difficulty.
5. Maintain a positive classroom climate and model positive peer and teacher-student relationships.

6. Provide positive reinforcement for appropriate behavior and negative/positive reinforcement for inappropriate behavior.

7. Develop a cooperative working relationship among the classroom teachers, school principal and parents to enable consistency throughout a young person's day.

The goal sought through use of these principles is that students learn to make appropriate choices and develop the self-discipline necessary for independence beyond imposed authority. It is also incumbent upon the school district to protect the rights of all involved in disciplinary action to protect the students' constitutional rights. It must be remembered that students learn responsible behavior through practice.

Parents and students are expected to recognize their responsibilities and legal obligations in observing the attendance requirements and in adherence to the rules and regulations of the district and its schools. School/parent joint responsibility for appropriate student behavior is outlined below:

The Responsibilities of the School District

1. The administration and staff recognize the needs and rights of individual students in managing a disciplinary program to preserve the rights of the majority.

2. The district provides an outline of rules for due process in the document entitled "Student Rights and Responsibilities."

3. School district personnel explains any rule and regulation upon request.

4. School district personnel seeks communication with the home regarding students' behavior.

5. School district personnel will assists parents and provide consultation and recommendations regarding students' school problems.

6. School district personnel responds in a cooperative manner with parents in working to solve student behavior problems.

The Responsibilities of the Parent

1. Parents are expected to become familiar with the document "Student Rights and Responsibilities."

2. Parents are expected to ensure regular attendance and conformance with the rules and regulations of the school as required by law.

3. Parents are expected to communicate with the school when they see a student behavior problem developing.

4. Parents are expected to respond in a cooperative manner with the school and its staff in working to solve student disciplinary problems.

5. Parents are expected to supervise their children and support a positive attitude toward the programs of the school.

The Responsibilities of the Student

1. Students are expected to become familiar with the document "Student Rights and Responsibilities."

2. Students are expected to attend school as required by law.

3. Students are expected to conform to the school rules, pursue educational goals, use approved textbooks and comply to the authority of teachers and administrators, as required by law.

4. Students are expected to communicate with the staff and the administration when they recognize problems and need help solving them.

RE: ORS 339.250, 339.240, 339.020

Adopted by the Board October 27, 1975

Revised by the Board July 23, 1979

Revised by the Board June 24, 1985

Administrative Rules
Greater Albany Public Schools

5200-A-1: Procedure for Student Behavior Management Program

The following progression of steps is to be used in Albany schools as Student Behavior Management Programs are developed and implemented. Under extreme conditions, however, the concern for safety understandably overrides these procedures.

At the beginning of each school year, all classroom teachers will develop, post in their rooms, and teach their students the classroom rules for behavior they expect students under their supervision to follow. Since students are learning, rules for behavior are to be taught and reviewed in appropriate settings so students have the opportunity to learn them.* The classroom behavior management program should stress positive student behavior. Rules for behavior will be approved by the building principal to assure consistency with building and district behavior management plans.

The teacher's student management program should include the instructional and classroom management methods teachers will use in dealing with both appropriate and inappropriate student behavior. It is imperative that the teacher's classroom management methods be implemented early in the corrective process and before calling upon resources available beyond the teacher/classroom.

If, after a sufficient time period, the classroom teacher's corrective classroom methods are deemed insufficient to correct a problem, the counsel of other teachers, counselor, and the principal within the building should be sought.

If the corrective methods are deemed insufficient after implementation of consultation advice by the classroom teacher and the principal, the student would be referred for the building-level student behavior management program and the principal would appoint a case worker.

At the beginning of each school year, principals will review the building-level student behavior management plan with teachers, students, and parents. The building-level student behavior management plan will be the vehicle through which corrective instruction can be provided to students referred from the classroom and through which the teachers' rights to teach will be supported. This plan is to be provided in writing to staff, students and parents. Appropriate reviews with these persons would be in order and records kept of reviews. The management plan should emphasize positive student behaviors.

> It is imperative that building-level intervention procedures be implemented before calling upon district support services for more consultation.

If, after implementation and a sufficient trial period, it is felt that building-level corrective methods are deemed insufficient to correct a problem, the building principal should arrange for district consultation resources.

If, after consultation with district-level staff, implementation of consultation advice and a reasonable time period, it is felt that the methods applied at the building level are insufficient to correct the behavior **and the behavior is considered to be one which might lead to special education placement rather than further disciplinary action**, the building principal will follow the district's referral

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*Research indicates that a great number of rules is confusing to students, hard to enforce and less effective in obtaining desired student self-discipline than is adherence to a lesser number of rules.

process to obtain assistance from the evaluation center. Upon completion of the evaluation a multi-disciplinary staff team composed of a building administrator or designee, involved teachers and a representative from the evaluation center will determine the eligibility of a student for placement in a special education program. If eligible for special education, the multi-disciplinary staff team would develop an IEP and determine placement and programming. The building-level special education staff will provide and coordinate the service.

If the complete evaluation indicated in the preceding paragraph results in a recommendation of placement in a building level special education program, placement proceeds. If the recommendation is for placement in a self-contained program, the recommendations from the evaluation center staff shall be reviewed with the Special Programs Coordinator.

If the student is placed in a self-contained program and after implementation and a sufficient trial period it appears that the placement is not appropriate, alternative placements shall be considered.

Appendix B

NOTE: The following has been extracted from *Mt. Tabor Middle School Student Handbook 1988-89* (Portland, Oregon) with permission.

(SAMPLE)

Mt. Tabor Building Policy
Programs for Responsible Students

The staff at Mt. Tabor School strives to accentuate the positive behavior of students. This is accomplished in three areas:

1. Schoolwide activities
2. Advisory team activities
3. Individual recognition

We believe that by encouraging responsible behavior all students can be encouraged to meet higher goals. By having many types of positive activities, we are able to recognize students in a variety of ways. We invite parents to work with us to make each student's middle school experience a positive one.

Advisory Teams

Students and staff are divided into teams of four to six rooms for advisory activities. Team teachers are responsible for monitoring student attendance, grades, referrals, mid-terms and parent communication. Advisory teams will promote a positive atmosphere through various activities, These include grandparents' day, pumpkin decorating, jog-a-thon, awards assemblies, community service, and many other worthwhile projects.

Advisory Room Citizen of the Month

Each month at Mt. Tabor each advisory teacher will honor one student as advisory room citizen of the month. A copy of each student's certificate will be posted on a bulletin board along with group photos of sixth, seventh, and eighth grade citizens of the month. In addition, the student's name will appear in *Tabor Talk*, the parent newsletter.

Criteria for determining student of the month is at the discretion of the advisory teacher. Suggested qualities to consider include:

1. Responsible student behavior
2. Individual improvement
3. Individual effort
4. Academic excellence
5. Classroom contributions
6. Leadership

Student Council

Student Council at Mt. Tabor is an organization made up of students sharing in the life of the school. Home room classes elect new representatives each grading period. This gives over 100 students the opportunity to develop leadership skills and to take part in making decisions concerning the school.

The representatives meet on a weekly basis. They discuss ideas and plan activities to promote school spirit and pride. They gather information and student opinion about important issues. They provide leadership in communicating the goals of Mt. Tabor Middle School. Some Student Council activities include:

1. Planning parties, spirit days, seasonal activities
2. Assisting at parent conferences and programs
3. Acting as guides at open houses and fifth grade orientation
4. Coordinating Sister City exchange - Sapporo, Japan
5. Promoting good will—make swags for Mt. Tabor neighbors at Christmas

Student Self-Managers

The student self-manager program encourages contributions made by responsible, cooperative students, which create a pleasant, purposeful learning atmosphere at Mt. Tabor. The following is a description of self-managers:

1. Are responsible for their own actions
2. Show respect for themselves and others
3. Display a positive attitude
4. Are helpful to others
5. Demonstrate courteous behavior

Criteria for Application

Students requesting recognition as self-managers must have:

1. Application signed by all current teachers and parents
2. Assignments completed satisfactorily
3. No discipline referrals

Self-Manager Benefits

Students accepted in the program will be issued an Eagle Button, entitling them to be self-managers and to exercise the following privileges:

1. Being in the hall without a handwritten pass
2. Early dismissal to break, lunch, bus
3. Teacher assistant priority
4. Participation in quarterly special activity

In order for students to participate in the program they are required to wear their Eagle Buttons and act in a responsible manner at all times. When students demonstrate irresponsible behavior, they forfeit their Eagle Buttons.

Super Student Program

The goal of the Super Student Program is to enhance school pride and increase awareness of individual and group responsibilities therefore promoting a positive school setting.

This program is a visible and tangible gauge allowing students to measure their growth and progress of positive behavior. The Super Student Program is to be implemented in conjunction with other programs promoting positive school climate. Student behavior in such areas as hall behavior, respect for others, and graffiti will be "graded" by teachers. Weekly grades for the school will be displayed on a bulletin board in the hall. As GPA increases, the student body will be rewarded with special activities.

Goal of the Month

The purpose of the Goal of the Month is to reinforce specific behaviors that encourage student responsibility and create a positive learning environment. The goal of the month will be included in the school's weekly report card.

Schedule (Tentative)

September	Notebooks/supplies to class
October	Homework
November	Clean Lockers
December	Consideration for others
January	Clean classrooms
February	Library — no overdue books
March	Attendance
April	Homework
May	Library — no overdue books

Natural Helpers

Natural Helpers are a cross section of students and staff identified through a schoolwide survey as people with whom it's comfortable to discuss personal problems. They are not professional trained therapists or counselors, they are supportive, trustworthy people who care about others and are willing to talk with them about their thoughts, feelings and problems. The purpose of the program is to improve the health and well-being of students through peer listening, education, and referral. Natural Helpers receive training by skilled personnel and perform both informal and structured helping activities at school. Activities including welcoming new students, talking over problems with other students and serving on teen panels.

Guidelines to Student Behavior

Acquiring knowledge and skills and developing self-discipline and two important goals for middle school students. A student with self-discipline can complete school work, follow rules, and get along with other students and teachers. A few general guidelines are necessary to establish an atmosphere that allows each person in school to have the most success. Your judgment and responsibility are vital to your success.

Student Rights and Responsibilities

All students have a right to an educational opportunity which will allow them to live a productive life. Within the right to an education, a student has the right to be treated as an individual in a fair and

consistent manner. Coupled with your right to an education is the responsibility to conduct yourself in a manner that does not infringe on the rights of others. It is impossible for teaching or learning to take place unless order is maintained. Students are reminded that they must adhere to a code of student behavior not only for their own benefit, but for the benefit of others as well.

General Rules

District policy provides that involvement in the following is inappropriate at Mt. Tabor Middle School. Violation of these rules will result in direct administrative involvement:

1. Defiance
2. Harassment or intimidation
3. Tobacco and drugs
4. Alcohol
5. Violation of closed campus policy
6. Truancy
7. Stealing
8. Fighting
9. Unauthorized buying or selling of any good or gambling
10. Vandalism

School Rules

Mt. Tabor Middle School students **will be expected** to comply with the following rules:

1. Students are expected to act safely and responsibly. Examples of acting responsible are:

    a. Walking quietly everywhere in the building
    b. Using a properly signed hall pass at all times
    c. Keeping halls and restrooms free of litter
    d. Staying away from restricted areas
    e. Using office phone with staff written permission
    f. Using student phone at posted times

2. Examples of inappropriate behavior:

    a. Possessing unauthorized radios, tape decks and electronic games
    b. Behaving in a rowdy or unsafe manner (horseplay)
    c. Sharing or abusing lockers
    d. Using inappropriate language
    e. Displaying inappropriate public affection
    f. Being disrespectful in class

3. Students are expected to treat others with respect and common courtesy. Examples of respect and common courtesy are:

    a. Removing hats inside the building
    b. Being an appreciative and attentive audience
    c. Being in your seat and quiet when the bell rings
    d. Treating classmates with respect
    e. Dressing appropriately for school setting

4. Examples of inappropriate behavior are:

    a. Using unacceptable language
    b. Having gum in school
    c. Wearing inappropriate clothing
    d. Making discriminatory statements

5. Students are expected to dress appropriately. Students are preparing for the world of work and need to be aware of the importance of dressing appropriately. We ask students to dress as if they were working in a business or other public place. Fads such as holes in pants and untied shoes are for non-school hours. Students are not to wear clothing with reference to drugs, alcohol or gangs.

6. Students are expected to act responsibly in the lunchroom and during break. Examples of acting responsibly are:

    a. Proceeding in an orderly manner to the table
    b. Demonstrating acceptable table manners
    c. Talking quietly with an immediate neighbor
    d. Remaining seated unless otherwise directed
    e. Leaving a clean table and making sure all waste is disposed of properly
    f. Keeping all food and snacks in the designated eating area

7. Examples of inappropriate behavior are:

    a. Possessing candy or snacks anywhere outside of designated eating area
    b. Cutting into lines
    c. Annoying other students who are eating

8. Students are expected to follow bus safety and conduct rules at all times. Examples of responsible conduct are:

    a. Using the sidewalk and pathways entering and leaving the school building
    b. Encouraging adult drivers to keep the bus zone free
    c. Acting safely on the bus
    d. Using crosswalks when crossing streets

9. Examples of irresponsible bus conduct are:

    a. Interfering with the safe operation of the bus
    b. Failing to stay on sidewalks entering and leaving the school

10. Students are expected to act safely and responsibly before, during and after school. Examples of responsible behavior are:

    a. Waiting outside before school until the bell rings. During inclement weather, waiting in designated area.
    b. Leaving upon dismissal bell, unless involved in school activity or detention, in which case, reporting to adult in charge
    c. Leaving school grounds at dismissal and returning at appropriate time for after-school activities
    d. Obtaining absence slip before school begins
    e. Remaining on campus during school day

f. Parking bikes in designated areas
g. Leaving skateboards at home

11. Examples of irresponsible behavior are:

    a. Leaving campus at break
    b. Leaving school grounds after arrival, before school, during break, or at lunch without a lunch pass
    c. Riding bikes on school grounds

12. Students are expected to be responsible to the suggestions of the adults in the building. Examples of acting responsible are:

    a. Acting in a responsible way while a substitute teacher is in charge of class
    b. Following classroom rules
    c. Responding to aids, custodians, secretaries, and all staff members

13. Examples of inappropriate behavior are:

    a. Failing to respond responsibly with class rules
    b. Treating school personnel disrespectfully

14. In the classroom, students are expected to abide by the rules and procedures established by the individual classroom teacher.

Academic Expectations

Mt. Tabor enjoys a reputation of high academic achievement. Teachers know that high expectations lead to better results academically. Students are better prepared for the rigors of high school if they learn productive study habits now.

It is our goal at Mt. Tabor for our students to develop into independent learners and to attain life-long skills.

Coming to class prepared with all materials, maintaining a responsible attitude, and turning in assignments on time all contribute to high grades and responsible citizenship. Students who develop these habits feel positive about themselves and are successful in school.

The following guidelines are designed to provide students with specific information important to academic success.

Preparation for Class: To assist students in their organization:

1. It is required that all students have three-ring binders with index dividers for each class.

2. Students are expected to keep records of their assignments in their three-ring binders.

3. Students are expected to bring paper, pencil, pen, textbooks, and binder to each class.

Heading a Paper: The basic heading for all papers is to appear in the upper right-hand corner of all assignments. The heading is the student's first and last name the date, the class name or period number, and the assignment (for example, the page and/or exercise number).

Example: Responsible Student
September 12, 1988
Science, Period 2
Page 27, Exercise 6

Student Handbook: Students will be provided with a copy of the Student Handbook and they are expected to keep it in their three-ring binder. The Student Handbook contains statements of school policies.

Grades: Academic grades are a part of the middle school report card. At Mt. Tabor grades are reported on the scale A through F.

Grade Point Average (GPA) is an additional feature recorded on the report card. Each grade is assigned a numerical value such that an A is equal to 4 points, B equals 3 points, C equals 2 points, D equals 1 point, and F is equal to 0 points. The GPA ranges between 0.0 (an F in every class) to 4.0 (straight As) and is a rough guide to the overall academic performance of the student. Students with cumulative GPAs of 3.5 or above are eligible for Honor Roll and special recognition activities. Students with cumulative GPAs of 3.0 to 3.4 will receive honorable mention.

The factors which will combine to determine the students academic grade for a nine-week term will be established and explained by the teacher at the beginning of each term. These factors will vary from class to class, depending on grade level, subject area, and other considerations.

Report cards will be sent home at the end of each nine weeks.

Mid-Term Reports: A mid-term report will be filled out for each student by all teachers half way through each grading period. This report is to be taken home to parents. The purpose of this report is to keep students and parents informed of student progress in each class. If there is a problem in any class students will have four weeks to improve before the end of the grading period. Students are responsible for showing mid-terms to parents.

A copy of the mid-term report is to be signed by the parent and returned to the advisory teacher.

A personal conference with the teacher concerning unsatisfactory work is highly desirable. Conferences with parents are welcomed at any time throughout the year. Parents please call your student's teacher, as needed, to schedule an appointment.

Homework: Homework is provided to students so they can practice on skills presented in class, work on a project, or finish an assignment. Set aside about 60 minutes of time each day for homework. Plan ahead and work on long-term assignments each day. Students can significantly reduce your homework by using class time efficiently.

Makeup Work Due to Absences: Students are expected to submit their assignments on time. When they have an excused absence, the following guidelines have been established to assist the student in making up work:

1. The student will be responsible for finding out exactly what assignments require makeup and for collecting any worksheets or other materials which may be required.

2. The student is responsible for returning completed makeup work to the place designated by the teacher.

3. Late work due to school absence must be made up in the time period specified by the teacher.

4. Due to the nature of some classes, there may be some work that cannot be made up. Teachers are not required to give credit for assignments missed due to unexcused absences.

Retention: There are times when it is the best interest of students to repeat a grade. Retention may be requested by the parent or school staff. Retention at the middle school level is a serious matter and will be recommended only after ample consultation among the parent, student, and staff. Parents of students who receive failing grades at the end of the first semester will receive a letter from the principal requesting a parent/student conference.

At the conference, a plan will be developed to assist the student in meeting academic requirements. Every effort will be made to address personal and academic needs which contribute to educational success.

Discipline Program

Behavior is a choice. A student may choose behavior that is helpful at school earning rewards of recognition, or, may choose behavior that will cause penalties to be charged. Good choices can help with self-learning and with getting along with others.

Most students make excellent choices and demonstrate model behavior; but occasionally a student may choose a behavior that interferes with teaching and learning. If the wrong choice is made, then the student must be willing to accept the consequences.

Disciplinary Actions

Informal Talk	A teacher will talk to the student regarding the student's inappropriate behavior and the student will make a commitment to change his/her behavior.
Classroom Consequences	In most cases teachers will assign classroom consequences before referring a student to the office. The third and subsequent tardies will result in a referral to the office.
Detain in Office	The student will be sent to the office for the remainder of the period. Prior to the next day's class, the instructor will meet with the student.
Conference	A formal conference is held between the student, and administrator with teacher and or counselor involvement optional. Parent may be notified by phone or letter.
Parent Involvement	A legal guardian is notified by telephone, personal contact or letter. A conference may be conducted between the student, his/her legal guardian, appropriate school staff and other individuals involved.
After School Detention	The student will be assigned after school detention. Parents will be notified by phone or letter.
In-School Suspension	The student is assigned to in-school suspension for one or more full days. Students will study under the direct supervision of the teacher in charge. All regular school activities are terminated during the suspension period. Parents will be notified by phone or letter.

Suspension	The students are excluded from school and related activities for a period of up to five school days. The student is informed that he/she is subject to suspension and may discuss his/her side of the situation with the appropriate school official. Parents will be notified of the action and a parent conference may be held.
Expulsion	The student is informed that he/she is immediately suspended from school with possible expulsion. The principal will hold a hearing as set forth in the Student Rights and Responsibilities Handbook to determine if the student is to be expelled.

More detailed information on behavior expectations may be found in the *Portland Public Schools Students Rights and Responsibilities Handbook*.

Consequences for Inappropriate Behavior

Inappropriate Behaviors	Actions to be Taken	
	Minimum	Maximum
Tardiness	Informal talk	Suspension
Off Campus	Conference	Expulsion
Possession/Sale of Drug/Alcohol	Suspension	Expulsion
Use/Possession of Tobacco	Informal Talk	Suspension
Theft	Conference	Expulsion
Vandalism	Conference	Expulsion
Arson	Suspension	Expulsion
Weapon	Parent Involvement	Expulsion
Fighting	Conference	Expulsion
Assault	Suspension	Expulsion
Extortion	Suspension	Expulsion
Firecrackers/Explosives	Conference	Expulsion
Defiance of Authority	Informal Talk	Expulsion
Inappropriate Dress	Informal Talk	Expulsion
Disruptive Conduct	Informal Talk	Expulsion
Bus Misconduct	Conference	Loss of Riding Privileges

Regulations Governing Pupils Riding School Buses

1. Pupils being transported are under the authority of the school bus driver.
2. The driver shall enforce the local school board bus regulations.
3. Pupils shall use the emergency door only in case of emergency.
4. Pupils shall be on time for the bus both morning and evening.
5. Pupils shall walk on the left side of the street facing oncoming traffic when meeting the bus.
6. Pupils shall remain seated while the bus is in motion.
7. Pupils may be assigned seats by the bus driver.
8. The bus driver shall instruct pupils how to cross the street.
9. Pupils may be assigned seats by the bus driver.
10. Pupils shall have written permission to leave the bus other than at their home or school.
11. Pupils shall converse in normal tones: Loud or vulgar language is prohibited.
12. Pupils shall not open or close windows on the bus without permission of the driver.
13. Pupils shall keep the bus clean and must refrain from the damaging the bus.
14. Pupils shall be courteous to the bus driver, to fellow students and to passersby.
15. Pupils who refuse to obey promptly the directions of the driver, or refuse to obey regulations, may forfeit their right to ride on the buses.

Appendix C
(SAMPLE)
Student Management Program

Positive Consequences

These are some of the ways we encourage students to be responsible school citizens:

1. An "honors" bulletin board in the hallway to recognize responsible student behavior
2. Letter to parents from principal and teachers each month to let parents know when their child has earned an award for responsible behavior and invite them to the assembly.
3. Each room will have a "cougar" bulletin board for recognition.
4. Newsletter recognition for award winners.
5. A special activity once a month will be planned for students with "cougar" buttons.
6. Students wearing "cougar" buttons may be allowed to dismiss themselves from lunch tales to the dismissal line.
7. Students with "cougar" buttons may earn special privileges.

Cafeteria

1. All food taken from the choice table must be eaten.
2. Students may visit quietly with the people next to them.
3. Students are expected to keep off the stage during lunch time.
4. When lights are out, students will sit silently.
5. Students are to stay in their seats until excused by staff on duty.
6. Students will clean up after themselves.
7. Trading food is unacceptable.

Gym

1. Use gym equipment correctly.
2. Wear only gym shoes that do not mark the gym floor.
3. Stop activity immediately when the bell rings or the whistle blows.

Playground and Rainy-Day Recess Expectation

Student safety is our primary concern; staff members will use their discretion to ensure your child's safety.

1. Play and use all equipment in a safe manner.
2. Fighting and "play fighting" are not acceptable.
3. Shorts or tights must be worn under dresses for twirling on bars.
4. Students will stay in the fenced area and within the yellow lines.
5. Team games will be played only in specified area.
6. Only soccer balls and footballs are to be kicked.

"Cougar" Buttons

Through a system of self-management, the students may earn the right to wear a "cougar" button and enjoy the privileges that accompany. To earn a "cougar" button:

1. Teacher will keep a checklist of behaviors for each child.
2. These behaviors are observed for a minimum of one month.
3. Students will have a conference with their teacher. Grades 1 and 2 need 12 "almost always" marks to qualify. Grades 3 through 5 need 21 "almost always" marks to qualify.
4. Each student needs two other adult references to verify the marks earned, including one recess aide.
5. The principal or his representative will award the initial "cougar" button at the monthly awards ceremony.

Responsibilities

1. The student must keep up the standards that initially earned the button.
2. The button is to left at school:
   a. If the button is left at home, privileges are lost until it is returned.
   b. If the button is lost, a new one will cost 25 cents or can be earned back at the discretion of the home room teacher.
3. It is unacceptable to loan out a "cougar" button.
4. The button is revoked for one month if the student obtains a detention.
5. "Cougar" buttons are to be revoked by the teacher for a minimum of two weeks in cases of irresponsible student behavior.

Student Behavior Guidelines

Students will be expected to behave in a responsible manner at all times. These guidelines are designed to make students aware of some specific expectations of self-management.

General Expectations

1. Show respect to everyone.
2. Respect the property of everyone.
3. Keep hands, feet, and other objects to yourself.
4. Follow directions from those in charge.
5. Move from place to place in an orderly manner.
6. Students are not allowed in the building before 8:55 a.m. or after 3:30 p.m. unless in the company of a staff member. Afternoon kindergartners are not allowed in the building before 12:55 p.m.
7. The student is responsible for toys and other personal items at school. Parents should use discretion in sending these items. Radios, bats and balls are to be left at home.
8. Use appropriate school language at all times.
9. Gum is unacceptable at school.

To and From School

1. Use sidewalks and crosswalks. Parking lots are off limits.
2. Walk bikes when crossing in front of school and at crosswalks.
3. All students with bikes must have locks, and upon arrival at school immediately lock their bike and go to the playground.

4. Students leaving school during school hours must be picked up in the office.
5. Students waiting in the office for an older brother or sister must have permission from the principal.
6. Teachers and students will walk with their class out of the building to their arranged dismissal place.
7. Students will be allowed to re-enter the building after dismissal only when accompanied by an adult or with written permission.
8. Students needing to meet someone after school will do so at the flag pole.

Consequences for Noncompliance

We expect students to be responsible for their own behavior. When they choose to be irresponsible, we find it necessary to provide behavior limits that will encourage them to be responsible. Students will be encouraged to be aware of rules by:

1. Classroom instruction
2. Posted rules
3. Written rules given to parents and signed acknowledgement returned to the school.

Sequence of Consequences (Any or all of these steps may be omitted at the discretion of the principal)

1. Verbal warnings will be used for minor infractions.
2. Time outs will be earned for repeated or serious infractions. Individuals will be removed from the conflict situation to regain control of themselves. Time outs will be recorded for teacher information.
3. A second time out in the same day or for the same offense will result in a detention after school or during noon recess as the situation dictates. Parents will be notified. "Cougar" button needs to be turned in to the teacher and held for one month. Failure to serve detention will result in double detention time. Records will be kept in the office of all students receiving detention.
4. After three detentions, the student and parent(s) will meet with the teacher to set up an action plan. The counselor and principal will attend.
5. If an additional two detentions occur, the student and parent(s) will meet with the principal, counselor, and teacher. A behavior contract may be written with consequences appropriate to that student's needs.
6. For repeated refusal to comply we will follow the district's policy (steps include a one-day suspension, three-day suspension, seven-day suspension, and finally expulsion). A parent conference will be required.

Detention Hall

Detention hall is used as part of the consequence sequence for noncompliance or irresponsible behavior. Depending of the severity of the offense, any or all of these steps may be omitted at the discretion of the principal.

1. Detention hall will be used for noncompliance with building expectations.
2. Referrals can be made by any school staff.
3. The detention slip shall list name, date, offense, room number, and number of days detention earned.
4. The office shall call parents and list names on the detention check sheet each day.

5. Time and place of detention:
   a. To be held after school,
   b. For grades 1 and 2 are held in their rooms from 3:00 until 3:15 p.m., and
   c. For grades 3 through 5 are held in the cafeteria from 3:30 until 4:00 p.m.,
6. Procedures:
   a. Students will be expected to put in writing what choice they made which resulted in detention and what would have been a responsible choice.
   b. Detention will be the same day as the offense unless there is a legitimate excuse or the student is excused that day by the principal.
   c. Missing or being late for detention will result in double detention time, as will failure to satisfactorily complete the written statement. Talking or moving around will result in double detention time.

Dress Code

Clothing for school should be clean, comfortable, appropriate, and warm enough to enable the child to play outdoors and easily put on alone. Clothes normally removed (jackets, sweaters, hats, gloves, and shoes) should be marked with the child's name. Shoes should ensure safe playground activity. Shorts will be allowed only when necessary for special class activities. Tights or shorts are to be worn under any short skirts. Summer tops and T-shirts must have shoulder straps and covered midriff. Words on clothing must be acceptable.

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Appendix D.1

Behavior Contract

Name of Student Jane Doe Grade 8th Date 3-3-86

School Scio Middle School Contract Monitor* Mrs. Smith

Reason for Contract Demonstrates difficulty controlling anger with regards to peer interactions.

Student Expectation for Responsible Behavior

1. Follow all classroom and school rules.
2. Expectations requiring additional instructions and classification:
   a. When angry, Jane is expected to remain in control by making responsible choices to handle her anger. This applies to the classroom so students can continue working and applies to unstructured time outside the classroom.

Student Choices

Responsible Choices (Ways to Meet Expectations)	Irresponsible Choices (Choosing Negative Consequences)
Ignore situation, remove self from situation, ask for five minutes time out at desk, do deep breathing or relaxation exercises at desk, write down feelings until I can talk the situation over with teacher or counselor.	Just not doing work or refusing to continue working, distracting classmates from work, yelling at peers or teachers, running away, fighting.

Staff member responsible for contract development, application, and review.

Student Consequences

Consequences for Responsible Behavior

At School: Stay in class, be with friends, learn new things, have a boyfriend, feel good about my ability to control my anger.

At Home: If Jane chooses to control her anger all week at school, she will earn an extra half-hour on the weekend to have private time with mother.

Consequences for Irresponsible Behavior

At School: If in class, student will be asked to go to the office and is expected to fill out a Problem-Solving Sheet and be able to control herself prior to returning to class. If behavior occurs during unstructured time, she will be expected to sit on the curb until end of free time and expected to go to office to fill out Problem-Solving Sheet.

Contract Monitor Agrees to:

1. Consistently apply stated consequences for both responsible and irresponsible behavior.
2. Regularly review contract with student every three weeks.
3. Review contract at staffings as appropriate.

Contract Termination Criteria: Contract will be terminated when student consistently makes responsible choices to deal with her anger for a three-week period.

Student Signature _____ Date _____

Contract Monitor Signature _____ Date _____

Parent Signature _____ Date _____
(as appropriate)

Appendix D.2

Behavior Contract

Name of Student John Jones Grade 10 Date 3-6-86

School Any High School Contract Monitor* Mr. Smith

Reason for Contract Continual problem with student failing to complete and turn in assignments.

Student Expectation for Responsible Behavior:

1. Follow all classroom and school rules.
2. Expectations requiring additional instructions and classification:
   a. John is expected to remain on task during class time, complete and turn in work on time.

Student Choices

Responsible Choices
(Ways to Meet Expectations)

1. When not understanding assignment, John can ask teacher or parents for help.
2. He can keep trying to figure it out on his own.
3. When John is distracted during classwork, he can ask to move to a more quiet place in the room.
4. When distracted, he can ignore the situation that is distracting him.
5. To help in completing assignments, John can keep a current assignment sheet by writing his assignments down on the sheet as they are given.
6. John can begin homework immediately upon returning home from school and complete it before free time.
7. John can choose to take all necessary materials home to complete homework.

Irresponsible Choices
(Choosing Negative Consequences)

1. When failing to understand an assignment, he can choose to give up and quit trying to work it out.
2. When distracted, he can blame others for the distraction and fail to do his work.
3. John can choose to fail to write down assignments on the assignment sheet and fail to complete his work.
4. John can choose to leave necessary materials at school so he is unable to complete **homework.**

**Staff member responsible for contract development, application, and review.*

Appendix D.2

Student Consequences

Consequences for Responsible Behavior	Consequences for Irresponsible Behavior
At School (natural and applied): If John completed work and remains on task during class time, he can stay in class, be with his friends, receive a passing grade in the class, and graduate from high school.	**At School** (natural and applied): (1) If John is off-task during class time, teacher will give him one warning to make a different choice; or (2) If John remains off-task after his warning, he will be asked to go to detention until he completes his assignment for that class period. He then goes to his next class and the same procedure will apply. If John is sent to detention to finish an assignment on one day and he returns to that class on the following day without assignment completed, he is expected to go immediately to detention until the assignment is completed or until the end of that class period.

Contract Monitor Agrees to:

1. Consistently apply stated consequences for both responsible and irresponsible behavior.
2. Regularly review contract with student every two weeks.
3. Review contract at staffings as appropriate.
4. If above program fails to eliminate problem behavior, a staffing will be held to determine different consequences.

Contract Termination Criteria: If John consistently remains current on his assignments for a two-week period without having to go to detention, the contract will be terminated. If the problem behavior reappears, the contract will be reinstated.

Student Signature _____ Date _____

Contract Monitor Signature _____ Date _____

Parent Signature _____ Date _____
(as appropriate)

Appendix D.3

Behavior Contract

Name of Student Jane Smith Grade 7 Date 12-1-84

School Anyplace Middle School Contract Monitor* John Smith, Counselor

Reason for Contract Jane is making a potentially difficult transition from residential treatment to public school. In her previous educational placement, Jane was being provided with services to meet the special needs of seriously emotionally disturbed students under the provisions of PL 94-142. Following her discharge it was uncertain whether or not she would continue to meet criteria. This behavior contract is intended to provide Jane with additional instructions and encouragements to be able to meet the expectations held for all students attending Anyplace Middle School.

Student Expectation for Responsible Behavior:

1. Follow all classroom and school rules.
2. Handle anger in the right way.
3. Take responsibility for her bladder problem.

Student Choices

Responsible Choices
(Ways to Meet Expectations)

1. Read rules; ask teachers about rules; review rules as a family.
2. Negotiate contract with each teacher regarding appropriate choices.
3. Limit water intake; go to the restroom before class, at lunch, and once in the afternoon. Jane will bring a change of clothes and a plastic bag to keep in the office. Jane will ask quietly to be excused from class to change if necessary.
4. Take medicine each lunch period to control possible seizures.

Irresponsible Choices
(Choosing Negative Consequences)

1. Make up excuses for why you break rules; blame others for your action.
2. Grab objects and use inappropriately; hitting, cussing out or breaking all the rules that you know; slamming doors; wetting.
3. Draw attention to wetting; blaming others for wetting.

**Staff member responsible for contract development, application, and review.*

Student Consequences

Consequences for Responsible Behavior

At School:

1. May participate fully in all extracurricular and special activities.
2. Recognition for positive behavior at assemblies.
3. "Gotcha" tickets for especially noteworthy positive behavior.
4. Letter home for positive behavior.
5. Sent to the principal with a note of praise.

At Home:

1. With a note home from the principal about responsible behavior, there will be a special treat from home.
2. Positive reports in weekly meetings at school with result in special treat at home.

Consequences for Irresponsible Behavior

At School:

1. Warning (first time) or name on board.
2. Name with one check results in a pink detention slip for which Jane must inform parents and serve 15 minutes detention.
3. Name with two checks results in a pink slip for which Jane must inform parents and serve 30 minutes detention.
4. Name with three checks will result in being sent out of class to the office and possible suspension.
5. Jane will be sent out of class with no warning if misbehavior is severe or for wetting when acting out anger.

At Home:

1. If Jane is suspended, there will be no TV, no radio, or not participation in family fun activities.

Contract Monitor Agrees to:

1. Consistently apply stated consequences for both responsible and irresponsible behavior.
2. Meet weekly with student and parent to review contract.
3. Review contract with staff as appropriate.
4. Meet after one month with Jane and parents to review progress and modify contract as appropriate.
5. Insure that Jane and teachers develop individual contracts for responsible choices regarding anger.
6. Let teachers and staff know about seizure and bladder problems so that they can be supportive.

Student Signature _____ Date _____

Contract Monitor Signature _____ Date _____

Parent Signature _____ Date _____
(as appropriate)

Appendix D.4

Behavior Contract

Name of Student _____ Grade _____ Date _____

School _____ Contract Monitor* _____

Reason for Contract _____ is currently an 8th grader at _____ who has been having difficulty getting homework and classwork done in a timely manner. This contract is being implemented to provide clarification to school personnel, _____ and _____ family about school behavioral expectations, choices available to _____, and consequences of those choices.

Student Expectation for Responsible Behavior:

_____ will follow school and classroom rules including **having assignments in on time.**

Student Choices

Responsible Choices
(Ways to Meet Expectations)

1. Bring homework home by:
   a. Thinking through the day's work
   b. Taking out necessary books (out of locker
   c. Taking books home
2. Choose an hour
3. Start homework when the hour starts (on my own)
4. Work through to finish the work even if it runs over the hour
5. Hand in homework

Irresponsible Choices
(Choosing Negative Consequences)

1. Not bringing homework home (thinking "I'll get this done tomorrow morning before school")
2. Take shortcuts—do less than all of it and say it's done
3. Keep putting it off

**Staff member responsible for contract development, application, and review.*

Student Consequences

Consequences for Responsible Behavior

1. Get better grades.
2. Teacher's wouldn't be so mad at me.
3. Parent would start trusting me again.
4. I would feel better about myself.
5. Learn more.
6. Have something to show/get friend's respect.

Consequences for Irresponsible Behavior

1. Grades would go down.
2. Teacher/parent conferences.
3. Punishment by parents (lose TV and stereo privileges).
4. Worry about what my future is going to be like.
5. If no homework in, go to Room 2 to finish assignment. If not finished in Room 2, then go to after-school detention.
6. If I go to Room 2 twice in one day for the same reason, I will go to after-school detention.
7. If I go to Room 2 on two consecutive days with the same teacher, I will go to after-school detention.
8. If I go to Room 2 on three times in one week for the same reason, I will go to Saturday School.
9. If I go to three detentions in one week, I will go to Saturday School.

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Appendix E

Anticipated Positive Results

Schools which have implemented proactive educational methods to encourage student responsibility and prevent discipline problems have reported benefits to students, school administrators and staff, and community members. Examples of some of the positive results include:

- Improvement of self-concept and academic achievement in students,
- Reduction of failing students by 18%,[4]
- Reduction of suspensions and expulsions by up to 50%,
- Reduction in dropout rates,
- Reduction in number of students being referred for special education,
- Decreased number of disciplinary referrals to administrator,
- Increased positive teacher behaviors,
- Reduction of staff stress related to student management, and
- Increased community support for school resulting in passing budgets, levies, etc.

Here is what educators in Oregon schools have to say about their results:

"Following our district's implementation of policies and procedures contained within a full continuum of services, the referrals for special education services decreased by over 30 percent." *Miriam Gapen, Special Programs Supervisor, Albany School District, Albany, Oregon*

"One month following the implementation of a Schoolwide Responsibility Program which utilizes a problem-solving model as a framework, we have noticed a significant reduction in the number of students who; a) require detention or referral to the office, b) engage in fighting behavior, and c) repeat similar rule violations once they have engaged in problem-solving activities." *Jan Miller, Superintendent, Mari-Linn School, Lyons, Oregon*

Our Behavior Management Plan "has allowed us to be proactive by preventing unacceptable behaviors, and enhancing parent-school communication. The plan also has served as a useful guide and tool for analysis of our actions, especially when we have been faced with behaviors well outside the manageable range. In short, it has made life much easier for us all!" *Lois Rawers, Principal, Fairplay School, Corvallis, Oregon*

"I have heard nothing but praise from the parents of my students, regarding our behavior management program. As a teacher, it has made the school climate much more enjoyable and pleasant." *Teacher, Mt. Tabor Elementary School, Portland, Oregon*

In 1986, following our development of a schoolwide student management system, we found "between a 50% and 60% reduction in retention as compared to the previous year." *Maurice Chester, Principal, Sunrise Elementary School, Albany, Oregon*

"We implemented a Schoolwide management policy two years ago. Last year we added a resource room team and this year a CARE team for regular student referrals. The net result is a reduction in disciplinary referrals for our students."

1987-88	2nd quarter - 17	1988-89	1st quarter - 4
	3rd quarter - 10		2nd quarter - 3
	4th quarter - 12		

Joe Taber, Superintendent, Gold Beach School District, Gold Beach, Oregon

"Our Schoolwide management policy and our self-manager program have been successful in helping students make appropriate choices and be productive and cooperative citizens at school. [They have] given students the order and environment they deserve and respect. We have found that if students know the rules and consequences and the Schoolwide plan is consistently followed, students do make appropriate choices. For those students who occasionally have difficulty with self-control, we have clear guidelines for such action. Because we have high expectations for students, both academically and behaviorally, students have high expectations for their own behaviors." *Shary Wortman, Principal, Tangent/Liberty Schools, Albany, Oregon*

"The Schoolwide expectations facilitate consistent, positive reinforcement for young people learning to make decisions in social and academic settings. The cause and effect results place the responsibility on the student who needs to learn there are causes and effects for all human decision. This helps the child to develop goal-setting and problem-solving strategies that they need in later life." *Teacher, Mt. Tabor Middle School, Portland, Oregon*

"My experience with the development, implementation, and carrying out the management plan has been interesting, challenging, and most beneficial. Key points for me are:

- The tremendous benefit to all staff of sitting together discussing a very basic and critical dimension of school life.
- It helped us to better know and understand each other—and then to respect our differences.
- The advantage of parents and students talking unemotionally before there is a problem as to the basic plan to maintain responsible behavior at school.
- Feeling the stability and fairness of a systemic approach over the wide range of personalities (both child and adult).
- The breathing of that critical element of consistency into the management of behavior—especially on my part as a school principal.

I also feel a Building Management Plan helps adults (parents and staff) to move away from primitive discipline measures that promote externalizing by children to urging the child to accept the responsibility for their actions and move towards internalizing their beliefs about their experiences." *Dan Hayes, Principal, Lincoln Elementary School, Corvallis, Oregon*

NOTE: The preceeding has been extracted from Albany Board Policy with permission.